ARIZONA FRAMEWORK FOR MEASURING EDUCATOR EFFECTIVENESS

Designing Comprehensive Evaluation Systems:
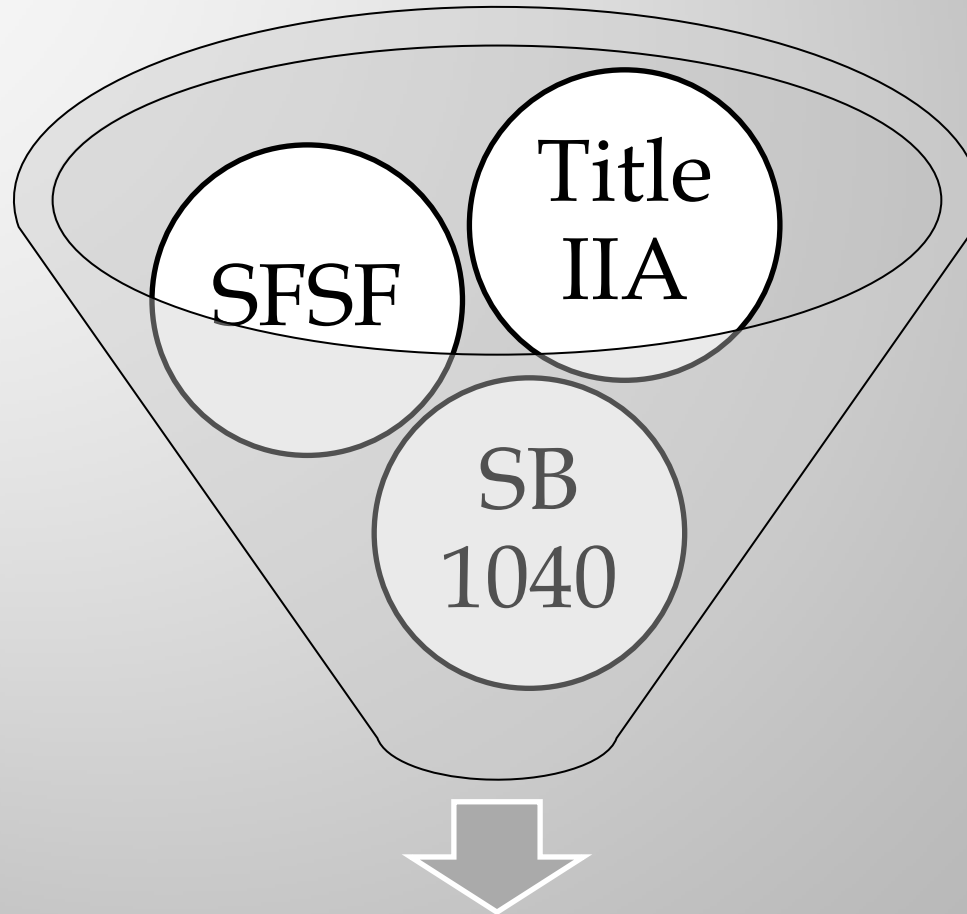*Summit I: Using Multiple Measures in a Comprehensive System to Improve Teaching and Learning*

Dr. Karen Butterfield, Associate Superintendent
Jan Amator, Deputy Associate Superintendant
Highly Effective Teachers and Leaders
Arizona Department of Education

The Transition to Effectiveness

SFSF

Title IIA

SB 1040

Educator Effectiveness

Key Points to Think About

- SB 1040/33-50%

- Equitable Distribution of Teachers

- 4 performance levels

- Valid, reliable assessments

- Multiple Measures

- Group A, Group B Teachers

- Title II Guidance

ARIZONA REVISED STATUTE § 15-203(A)(38)

The State Board of Education shall…*"on or before December 15, 2011 adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty per cent of the evaluation outcomes and best practices for professional development and evaluator training. School districts and charter schools shall use an instrument that meets the data requirements established by the State Board of Education to annually evaluate individual teachers and principals beginning in school year 2012 – 2013."*

Taskforce Members

VICKI BALENTINE, Chairperson Arizona State Board of Education member, District Superintendent

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PREAMBLE

The members of the Task Force on Teacher and Principal Evaluation conducted our work in service to the students in Arizona's public schools. We hold that the goal of both teacher and principal evaluation is to improve performance that yields higher quality education. Further, the work here submitted reflects our belief that evaluation is most effective as one part of a systemic approach to improving the performance that is critical to student success.

TIMELINE/STRUCTURE

The Taskforce held a series of informational meetings from October 2010 through January 2011 to review the:

- Arizona Professional Teaching Standards
- Interstate School Leaders Licensure Consortium (ISSLC) Standards;
- State level data available in the Student Accountability Information System (SAIS);
- Research overview on Value Added and Growth Models;
- Inventory of Arizona academic assessments;
- Existing models for teacher and principal evaluations;
- Recommendations from the Arizona School Administrators and Arizona School Boards Association Task Force.

The Taskforce began drafting the framework document in January, 2011

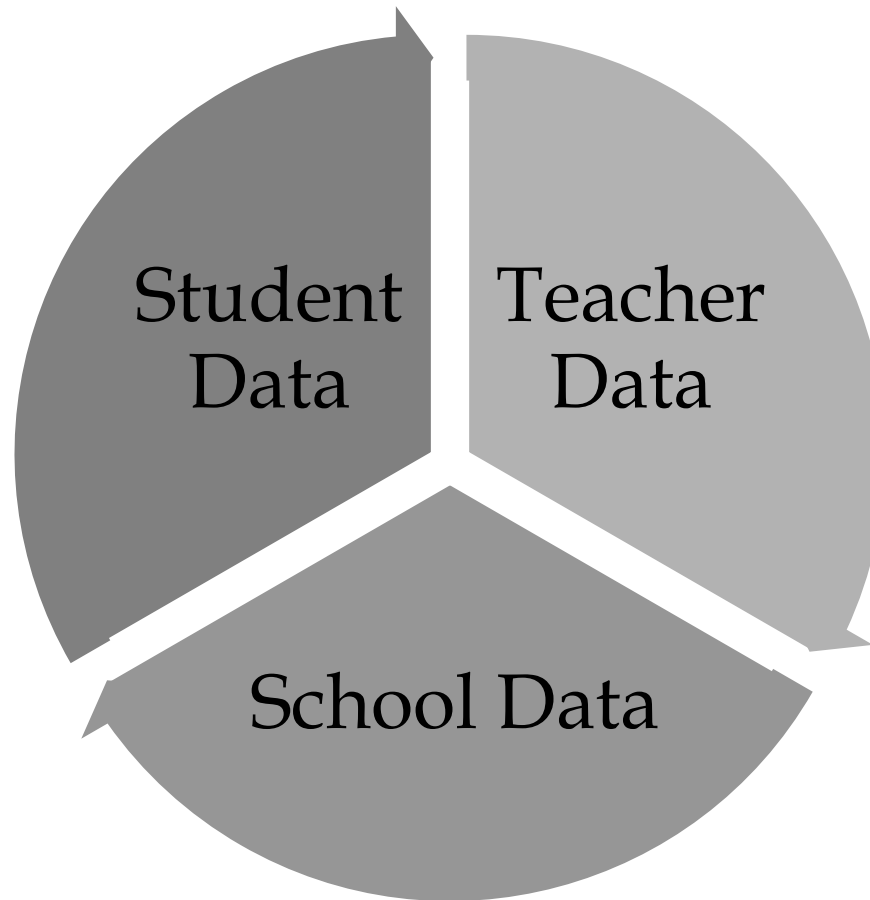The State Board of Education adopted the framework on **April 25, 2011**

GOALS

- To enhance and improve student learning;

- To use the evaluation process and data to improve teacher and principal performance;

- To incorporate multiple measurements of achievement;

- To communicate clearly defined expectations;

- To allow districts and charter schools to use local instruments to fulfill the requirements of the framework;

- To reflect fairness, flexibility, and a research-based approach.

GOALS--CONTINUED

- To create a culture where data drives instructional decisions;

- To use the evaluation process and achievement data to drive professional development to enhance student performance;

- To increase data-informed decision making for students and teacher and principal evaluations fostering school cultures where student learning and progress is a continual part of redefining goals for all.

Data Driven Decision Making 2.0

Student Data

Teacher Data

School Data

Framework for Teacher Evaluation Instruments—Group A

	Classroom-level Data	School-Level Data	Teaching Performance
GROUP "A" (Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas)	• **AIMS** • **Stanford 10 (SAT 10)** • **AP, IB, Cambridge, ACT, Quality Core** • **District/Charter-Wide Assessments** • **District / School-level Benchmark Assessments, aligned with Arizona State Standards** • **Other valid and reliable classroom- level data**	**AIMS (aggregate school, grade, or team level results)** • **Stanford 10 (aggregate school, department or grade level results)** • **AP, IB, Cambridge, ACT, Quality Core (aggregate school, department or grade level results)** • **Survey data** • **AZ LEARNS Profiles** • **Other valid and reliable school-level data**	**Evaluation instruments shall provide for periodic classroom observations of all teachers.** **LEAs may develop their own rubrics for this portion of teacher evaluations; however, these rubrics shall be based upon national standards, as approved by the State Board of Education.**
	Required *Classroom-level elements shall account for at least 33% of evaluation outcomes.*	*Optional* *School-level elements shall account for no more than 17% of evaluation outcomes.*	*Required* *Teaching Performance results shall account for between 50 - 67% of evaluation outcomes.*

Framework for Teacher Evaluation Instruments—Group B

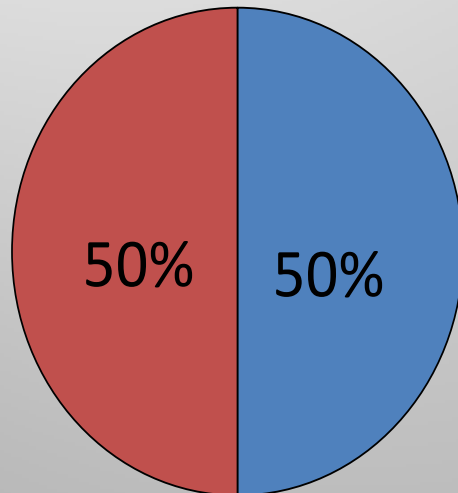|	Classroom-level Data	School-Level Data	Teaching Performance
GROUP "B" (Teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.)	• **District / School Level Benchmark Assessments, aligned with Arizona State Standards** • **District/Charter-wide Assessments, if available** • **Other valid and reliable classroom-level data** *If available, these data shall be incorporated into the evaluation instrument. The sum of available classroom-level data and school-level data shall account for between 33% and 50% of evaluation outcomes.*	**AIMS (aggregate School, grade, or Team-level results)** • **Stanford 10 (aggregate school, department or grade level results)** • **AP, IB, Cambridge, ACT, Quality Core (aggregate school, department or grade- level results)** • **Survey data** • **AZ LEARNS Profiles** • **Other valid and reliable school-level data** *Required* *The sum of available school-level data and classroom-level data shall account for between 33% and 50% of evaluation outcomes.*	**Evaluation instruments shall provide for periodic classroom observations of all teachers.** **LEAs may develop their own rubrics for this portion of teacher evaluations; however, these rubrics shall be based upon national standards, as approved by the State Board of Education.** *Required* *Teaching Performance results shall account for between 50 - 67% of evaluation outcomes.*

SAMPLE WEIGHTING GROUP "A"

Sample 1:
- **33% Classroom-level data**
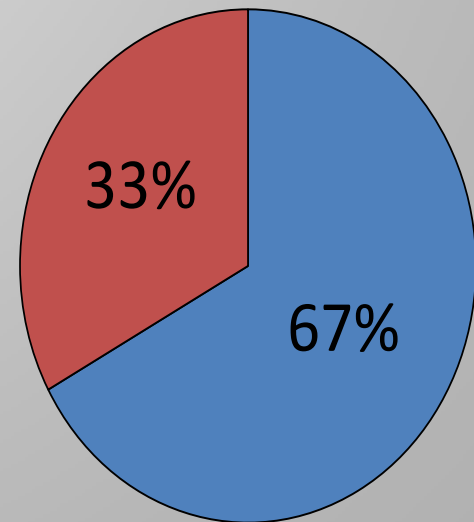- **17% School-level data**
- **50% Teaching Performance**
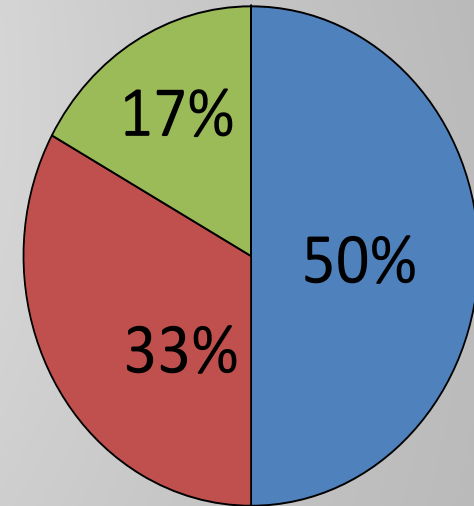
Sample 2:
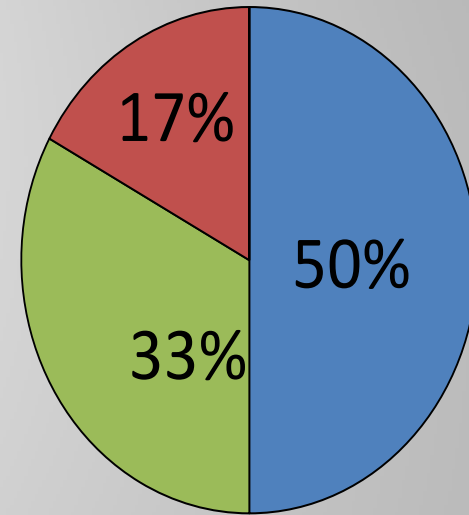- **50% Classroom-level data**
- **50% Teaching Performance**

Sample 3:
- **33% Classroom-level data**
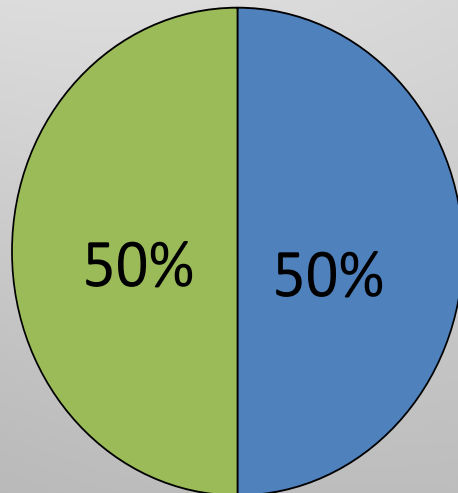- **67% Teaching Performance**

SAMPLE WEIGHTING GROUP "B"

Sample 1:
- **17% Classroom-level data**
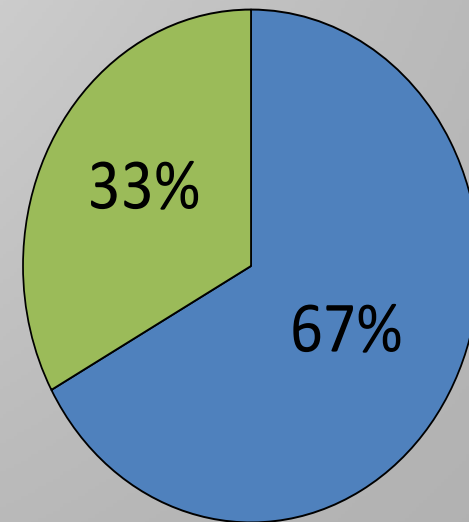- **33% School-level data**
- **50% Teaching Performance**

Sample 2:
- **50% School-level data**
- **50% Teaching Performance**

Sample 3:
- **33% School-level data**
- **67% Teaching Performance**

InTASC Professional Teaching Standards (Teaching Performance)

1. Learner Development	2. Learning Differences
3. Learning Environments	4. Content Knowledge
5. Innovative Applications of Content	6. Assessment
7. Planning Instruction	8. Instructional Strategies
9. Reflection and Continual Growth	10. Collaboration

Framework for Principal Evaluation Instruments

	School-Level Data	**System / Program level Data**	**Instructional Leadership**
ALL PRINCIPALS	• **AIMS (aggregate school or grade level results)** • **Stanford 10 (aggregate school or grade level results)** • **District/School Level Benchmark Assessments** • **AP, IB Cambridge International, ACT Quality Core** • **AZ LEARNS Profiles** • **Other valid and reliable data** *Required* *School-level elements shall account for at least 33% of evaluation outcomes.*	• **Survey data** • **Grade level data** • **Subject area data** • **Program data** • **Other valid and reliable data** *Optional* *These elements shall account for no more than 17% of evaluation outcomes; however, the sum of these data and school-level data shall not exceed 50% of the total evaluation outcome*	**Evaluation instruments shall provide for periodic performance reviews of all principals.** **LEAs may develop their own rubrics for this portion of principal evaluations; however, these rubrics shall be based upon National standards, as approved by the State Board of Education.** *Required* *Instructional Leadership results shall account for no more than 50 - 67% of evaluation outcomes.*

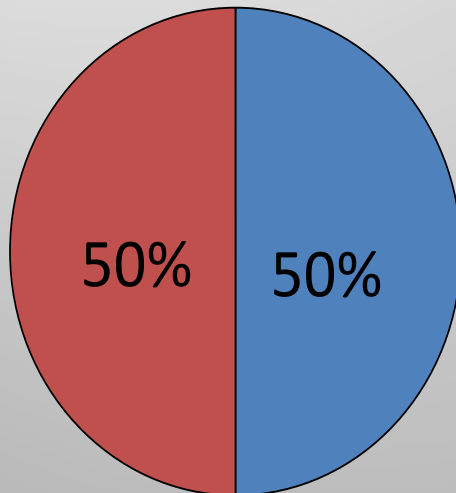# SAMPLE WEIGHTING PRINCIPAL EVALUATIONS

Sample 1:

- **33% School-level data**
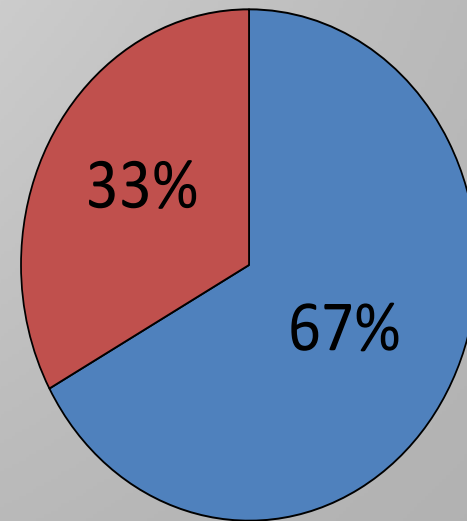- **17% System/School-level data**
- **50% Instructional leadership**
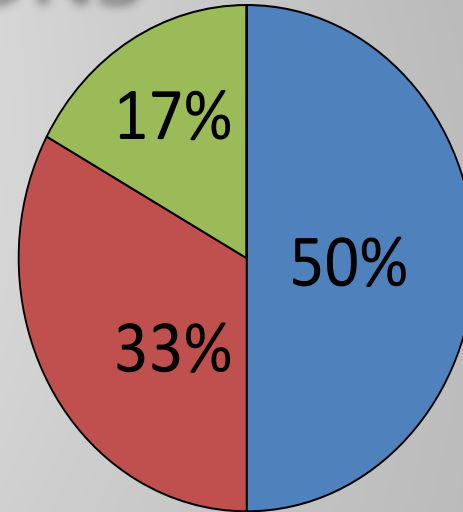
Sample 2:

- **50% School-level data**
- **50% Instructional leadership**

Sample 3:

- **33% School-level data**
- **67% Instructional leadership**

ISLLC Educational Leadership Standards (Instructional Leadership)

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the **development, articulation, implementation, and stewardship of a vision of learning** that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growt**h.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring **management of the organization, operations, and resources for a safe, efficient, and effective learning environment**.

Standard 4: A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Standard 5: A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner**.

Standard 6: A school administrator is an educational leader who promotes the success of all students by **understand, responding to, and influencing the larger political, social, economic, legal, and cultural context**.

Instructions & Recommendations to LEAs

- When available, **data from statewide assessments shall be used** to inform the evaluation process.

- All assessment data used in educator evaluations **shall be aligned with Arizona State Standards**.

- LEAs shall **include student achievement data for reading and/or math as appropriate**; however, student achievement data **should not be strictly limited to these content areas**.

- Evaluation instruments should **integrate student academic progress data with data derived through classroom observations** – neither should stand alone.

- All evaluators should receive professional development in the form of **Qualified Evaluator Training.**

- LEAs should **provide for the development of classroom-level achievement data** for teachers in those content areas where these data are limited or do not currently exist so that all teachers use the Group A framework.

- LEAs should **develop and provide professional development on the evaluation process** and in those areas articulated in Arizona's Professional Teaching and Administrative Standards, as approved by the State Board of Education.

Federal Reporting Requirements

Each state must report annually to EdFacts:
- <u>Total</u> number of teachers and principals at each of these performance levels
  - Highly Effective
  - Effective
  - Partially Effective
  - Ineffective

- While evaluation data will be collected in the aggregate at the <u>school level for teachers</u> and <u>the district level for principals</u>, only schools/LEAs with 10 or more teachers will be reported to the US Department of Education

- <u>Only aggregate school, LEA, and state-level data will be made publically available</u> as required by the SFSF application.

Feedback

Helping you implement of the Framework is our primary goal. Therefore, your feedback is very much appreciated

▫ For feedback and/or questions, please email: EducatorEvaluation@azed.gov

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